IMPLEMENTING VIDEO-BASED ASSESSMENTS IN EFL SPEAKING CLASS

A RESEARCH PAPER

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STATEMENT OF AUTHORIZATION

I hereby declare that this reseacrh paper entitled "Implementing Video Based Assessment in EFL Speaking Class" and all of its contents are completely my own work. I am fully aware that I have quoted some ideas, statements, and theories from various resources to support this research. All of them are approprietly cited.

Bandung, August 2023

Roja Qonita Khairon

PREFACE

This study discusses the effect of implementing video-based assessment on students' speaking performance and students' responses regarding this implementation. I hope this study can contribute to further research in this area. In addition, I am fully aware that this research still has many shortcomings. Therefore, constructive criticism and suggestions will be appreciated.

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ABSTRACT

Speaking is one of the skills in learning English. In practice, students experience several obstacles. To overcome the problems faced by students, several methods can be used, one of which is the use of video-based assessment. This study aims to see the effect of implementing video-based assessment on students' speaking performance and students' responses to the implementation of this video-based assessment. This study used a qualitative method to answer the research question. In collecting data, the researcher implemented a video-based assessment and conducted interviews with the participants. The steps for implementing video based assessment carried out in this study were using step by step from Dal (2010) which adapted from task based learning by Willis (1996). The participants in this study were 11th grade high school students. From the data obtained, it can be seen that almost all students experienced an increase in speaking performance score from video 1 and video 3. In addition, the class average score also increased from video 1 to video 3. Student' responses to the implementation of this video-based assessment were also positive. This can be seen from students who prefer to use video based assessment. Students also feel some benefits, namely increasing self-confidence, reducing nervousness, increasing creativity, providing opportunities to use English outside class hours, increasing students' English skills, helping student self-reflection, and also a place for students to share their hobbies. In addition, students also experience several challenges in this implementation.

Keywords: students' response, students' speaking performance, video based assessment

ABSTRAK

Berbicara adalah salah satu keterampilan dalam belajar bahasa Inggris. Dalam pelaksanaannya, siswa mengalami beberapa kendala. Untuk mengatasi permasalahan yang dihadapi siswa dapat digunakan beberapa metode, salah satunya adalah penggunaan penilaian berbasis video. Penelitian ini bertujuan untuk melihat pengaruh penerapan penilian berbasis video terhadap kinerja berbicara siswa dan untuk melihat tanggapan siswa terhadap penerapan ini. Penelitian ini menggunakan metode kualitatif untuk menjawab pertanyaan penelitian. Dalam mengumpulkan data, peneliti menerapkan penilaian berbasis video dan melakukan wawancara dengan partisipan. Langkah-langkah penerapan penilaian berbasis video yang dilakukan dalam penelitian ini menggunakan langkah demi langkah dari Dal (2010) yang diadaptasi dari task based learning oleh Willis (1996). Partisipan dalam penelitian ini adalah siswa kelas 11 SMA. Dari data yang diperoleh terlihat bahwa hampir semua siswa mengalami peningkatan nilai dari video 1 dan video 3. Selain itu, nilai rata-rata kelas juga mengalami peningkatan dari video ke satu ke video ketiga. Tanggapan siswa terhadap penerapan penilaian berbasis video ini mendapatkan respon positif. Hal ini terlihat dari siswa yang lebih memilih menggunakan penilaian berbasis video. Siswa juga merasakan beberapa manfaat, yaitu meningkatkan rasa percaya diri, mengurangi rasa gugup, meningkatkan kreativitas, memberikan kesempatan menggunakan bahasa Inggris di luar jam pelajaran, meningkatkan kemampuan bahasa Inggris siswa, membantu refleksi diri siswa, dan juga menjadi wadah bagi siswa untuk berbagi hobinya. Selain itu, siswa juga mengalami beberapa tantangan dalam pelaksanaan ini.

Kata kunci: respons siswa, penampilan berbicara siswa, penilaian berbasis video,

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